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ABSTRACT

A federal task force of eight visiting education specialists and 13 persons from the Department of Health, Education, and Welfare and the Office of Education were appointed to develop plans for expanding and improving vocational and technical education in rural America. Information about rural population, poverty, employment, health, and resources was reviewed, and new rural vocational education programs were identified. Recommendations and suggestions for implementation were made concerning the federal, state, and community roles as well as research, exemplary, and personnel development program needed. Some of these include: (1) The Federal Government should establish an effective working relationship with all supportive agencies and organizations to insure access to them, (2) States should determine manpower needs and implications of these needs, (3) Research is needed to provide objective data to use in program development and evaluation, and (4) States should enact laws that will permit students to cross county or state boundaries for specialized training tuition-free. (SB)

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VOCATIONAL AND TECHNICAL EDUCATION IN RURAL AMERICA

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Employment Opportunities
Training Needs • Progress • Problems • New Ideas
Recommendations

VT011170

report of the Rural Task Force on Vocational and Technical Education

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VOCATIONAL AND TECHNICAL EDUCATION IN RURAL AMERICA

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Report of the Rural Task Force on Vocational and Technical Education

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION

Robert H. Finch, *Secretary*

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FOREWORD

In the Vocational Education Amendments of 1968, Congress challenged public education to make vocational education accessible to all youth and adults in the Nation. Efforts are being made to meet this challenge by developing programs for people who live in urban communities, but equal efforts must be made on behalf of those who live in rural communities.

A small task force which has been appointed to develop plans for expanding and improving vocational and technical education in rural America met in Washington, D.C., November 18-20, 1969. This report contains the findings and recommendations of the Rural Task Force on Vocational and Technical Education. The group plans to meet with representatives of public and private agencies and interested groups to seek their help in implementing the report's recommendations.

The task force is aware that vocational and technical education cannot solve all the complex problems which plague rural America, but believes that the program can assist in solving some of them.

Grant Venn
Associate Commissioner for Adult,
Vocational and Technical Education

April 1970

VOCATIONAL-TECHNICAL EDUCATION BILL OF RIGHTS FOR YOUTH AND ADULTS

1. The right to relevant, high quality vocational-technical education in which to discover and develop occupational potential.

2. The right to basic, remedial, and skill-related education necessary for career preparation and advancement.

3. The right to vocational counseling and guidance services.

4. The right to all other educational, social, and welfare assistance essential to job preparation, placement, and followup.

5. The right to continue study for advancement while employed.

6. The right to become involved in youth organizations which develop leadership abilities and emphasize citizenship and self-improvement.

RURAL AMERICA TODAY

The Task Force reviewed current information about rural population, property, employment, health and resources. The following statistics were taken from Rural People in the American Economy, Economic Research Service, U.S. Department of Agriculture, published in 1960; Rural Poverty in the United States, a Report by the President's National Advisory Commission on Rural Poverty, published in 1968; The Hired Farm Working Force, Economic Research Service, U.S. Department of Agriculture, published in 1968, and reports from the Bureau of the Census.

Population

In 1960 approximately 58 million people, or 29 percent of the Nation's 202 million people resided in rural America according to the Bureau of the Census. Between 1950 and 1968, the urban population rose 40 percent while the rural population rose only 7.5 percent. The proportion of persons living on farms has decreased to less than 20 percent of the rural population. In 1967, 11 million were farm residents, down from 16 million in 1960 and 23 million in 1950.

It is estimated that about 80 percent of the rural population does not live on farms. Of these, 28 percent are employed in manufacturing; others are in mining, lumbering, recreation, or are employed at colleges, institutions, and military installations. Some work in occupations or businesses closely linked to agriculture such as processors of agricultural products and distributors or sellers of farm supplies, services, and equipment.

It should be noted that many urban dwellers can be considered as "rural." Many persons live in towns of between 2,500 and 25,000 but work on nearby farms. The reverse is also true, many rural dwellers commute to urban employment. There are "urban dwellers" who are non-farm workers but who, because they live in small, isolated towns, share the same economic problems and levels of services with the functionally rural portion of the population.

In 1960, the median age of rural residents was 27.3 years compared with 30.4 years for urban dwellers. Rural areas have a higher proportion of children and a lower proportion of adults of working age than urban areas. Although the median age for a majority of the population in the country has declined, the median age of the farm population has advanced. This is due to the heavy out-migration of young adults. A large proportion of children on farms are under 18 with the bulk of the adult population being middle-aged.

In rural areas men outnumber women. In 1960, the ratio was 104 to 100. This is probably due to the fact that many rural industries employ

few women. Also young farm women tend to leave farms sooner than do young men.

The nonwhite rural population has been decreasing since World War II. Between 1940 and 1950, the nonwhite rural population decreased from 52 to 38 percent. A large proportion of the nonwhites migrated to the cities during World War II because of the increasing need for manpower in defense industries. Also as technological change affected agriculture less manpower was required. By 1960, only 28 percent of the 20.5 million nonwhite persons remained rural residents. Most nonwhites now reside in urban areas. Indians are the exception because most of them reside on reservations which are established in rural areas. Since 1960, the nonwhite farm population has been declining more rapidly than the white. Between 1960 and 1965, the nonwhite farm population decreased by 41 percent while that of whites decreased by 17 percent.

Poverty

The existence and scope of poverty in rural America is best illustrated with the following statistics from "Rural Poverty in the United States," a report of the President's National Advisory Commission on Rural Poverty, published in 1968.

1. From 14 to 15 million persons in our country are classified as the rural poor; 78 percent of these are white. Although only 29 percent of the Nation's population live in rural areas, 43 percent of its poor live in rural America. In metropolitan areas one person in eight is poor; in rural areas one person in four is poor.

2. The national rate of unemployment is 3 to 4 percent; the rural rate is 18 percent. The rural rate of underemployment is around 37 percent. From 1950 to 1965, modern technology increased farm output by 45 percent but decreased the needed farm manpower by approximately 45 percent.

3. Every thirteenth house in rural America is classified as unfit for habitation. Of the bad housing in the United States, 44 percent is located in rural areas.

4. Less than 7 percent of the rural poor participate in the food stamp program. Thirty percent of the rural schools have no facilities for preparing lunches; therefore, the school lunch program is unavailable to many rural students.

5. Since the Federal welfare program requires matching funds from States, less than one-fourth of the rural poor are welfare recipients.

Generally speaking, the rural poor are best described as:

(a) members of broken homes or homes without an able-bodied breadwinner; (b) members of large families; (c) elderly; (d) high premature death rates; (e) lacking access to satisfactory medical and dental care; (f) nonfarmers living in small towns and villages and in remote, isolated areas; (g) persons lacking access to suitable employment.

Evidence shows that the concentration of social and political functions in larger towns and villages and the out-migration of thousands of rural people have resulted in the breakdown of many rural social and political organizations which residents had used for interaction and for contact with the "outside" world. Consequently, rural poverty means more than inadequate incomes. It means isolation from educational and occupational opportunity, from respected positions in society, from acquaintance with stable homes and family arrangements, and from social interaction with successful people.

The rural poor have not rioted, burned, or looted. They are too scattered and most are unaware of the scope of their poverty. They therefore have benefited little from this generation's efforts to change the lot of the Nation's poor.

Employment

Employment growth in the United States has been almost entirely in cities. Between 1950 and 1960, urban employment rose 9.2 million while employment in rural areas, declined .4 million. Employment increased 2.9 million in rural non-farm jobs but farm employment decreased 3.3 million, a trend which continued through the 1960's.

An estimated 20 million persons made up the rural labor force in 1968 of which nearly one-fifth, or 4 million were farm workers. This marked a 50 percent decline in farm workers since World War II. About 2.9 million farm workers were paid wages or salaries in 1968, representing a decrease of about 5 percent from the estimated 3.1 million paid workers in 1967. Between 1960 and 1968, employment in agriculture dropped from an average of 5.5 to 3.8 million, an average decline of 200,000 per year.

Employment in mining declined from an annual average of 712,000 in 1960 to 625,000 in 1968 and in lumber and wood products from 627,000 to 600,000.

This resulted in high rates of unemployment, extensive underemployment and low family income in rural America.

Lack of employment opportunities in rural America has spurred thousands of workers to migrate to the cities each year. Some are well-educated and able to benefit from the economic and career opportunities

in the cities. On the other hand, many are ill-equipped for urban jobs and have little or no knowledge of the urban job market.

It has been estimated that more than 200,000 new jobs must be created each year in rural areas or nearby towns to stem the out-migration. Generally, farm labor is plentiful, but many regions with seasonal harvests need workers and there is a shortage of skilled year-round farm labor, especially in dairying. The shortages are due in part to seasonality of employment and also to the reluctance of many workers to accept farm jobs because of low wages, long hours, lack of standard protections and benefits, and low social status of the job.

One significant development in rural America is the growing integration of farm and non-farm economies and labor forces. As farm employment dwindles, 4 out of 5 persons in the rural work force shift to non-farm jobs. Even among farm workers, a combination of farm and non-farm employment is common. Rural workers are often poorly educated and cannot compete for skilled or semi-skilled jobs in the manufacturing, the trades, service and construction industries or in government. From 3 to 4 million persons in the rural work force need to upgrade their skills. This group includes small farm operators and unskilled, hired farm and non-farm laborers.

The rural unemployment rate averages 18 percent as compared to the national average of nearly 4 percent, and underemployment among farm workers has been as high as 37 percent. In October 1969, the agricultural unemployment rate alone was 6.6 percent against a national total rate of 3.9 percent. Among the other industries, only construction had a higher rate - 7.3 percent.

To assist rural people in adjusting to employment in non-farm occupations, the educational system should, in the light of industrial and occupational trends and job market outlook, equip the rural work force for employment in growing industries or for mobility to other areas, urban or rural.

Education

Youth and adults in rural America are the products of an educational system that has failed to meet their needs. Educational statistics from the 1960 Census classified more than 3.1 million rural Americans as functional illiterates. These 1960 statistics also showed that 700,000 adults in rural America had never enrolled in school, more than 3 million had less than 5 years of schooling, more than 19 million had not completed high school, and in 1960 more than 2 million rural youth between 14 and 24 years of age dropped out of school before graduating.

According to the 1960 census figures, urban Americans, 25 years and older, averaged 11.1 years of schooling compared with 9.5 years by the

same age group who made up the rural non-farm population. Urban areas had more adults between the ages of 20 and 24 with a college education than rural areas 19 percent compared with 9 percent.

Rural youth are now attaining the enrollment rates of urban youth through high school but do not enter college at anywhere near the same rate.

The ingredients of any educational system include teachers, buildings, facilities, curriculum and programs. According to the President's National Advisory Commission on Rural Poverty, the quality of these ingredients in rural schools compared to urban schools is low. Because of low salaries rural schools are unable to attract and hold the better qualified teachers.

In spite of considerable consolidation of school units rural schools in general are smaller and less well-equipped than urban schools. Most of the 10,000 one-room schools in this country are in rural America. Because rural youth lack quality education, they cannot qualify for many jobs which exist in their communities or elsewhere. Of the nearly 26,000 public secondary schools in the United States 9,064 have enrollments of 300 or less, according to a 1959 study. Furthermore, 3,798 had enrollments less than 200 and 2,121 had less than a hundred. Most of these small high schools are in rural America and cannot provide the complete educational program needed by rural youth.

Vocational and Technical Education

In 1962 the Panel of Consultants on Vocational Education conducted a 6-State survey of 3,733 public high schools to determine which programs of vocational and technical education were being offered. The six States were Alabama, Georgia, Iowa, Nebraska, Ohio, and Pennsylvania. The findings showed that 5 percent of the high schools offered distributive education courses; 9 percent, trade and industrial education courses; 45 percent, agricultural education courses; and 47 percent, home economics courses. The statistics for these States showed that in communities of under 2,500 population only 2 percent of the high schools offered courses in trade and industrial education courses and none offered distributive education courses. However, 42 percent offered courses in home economics and 49 percent in agriculture.

Some 16,000 of the Nation's nearly 26,000 public high schools offer one or more vocational education courses. Most of those without any type of vocational and technical education are probably in rural America. Many students who attend rural public high schools do not have the opportunity to enroll in programs of vocational and technical education. In the Vocational Education Act of 1963 the Congress provided for the expansion of instruction programs in agriculture by including training in the agri-business occupations. As a result, in 1968 more than 170,000

students enrolled in the new agri-business programs. Teachers of home economics were able to expand their programs to include training for employment in occupations serving homes and families. Enrollment in occupational home economics classes reached 73,000 in 1968.

It is virtually impossible to have adequate programs of vocational and technical education in the small rural high schools. These schools usually have only teachers of agriculture or teachers of home economics who must frequently teach courses in other occupations in addition to the regular instructional program. One significant provision in the Vocational Education Act of 1963 was the development of area vocational schools, which supplement the vocational education offerings in the public high schools. By 1969, 1,300 of these area schools had been constructed. Plans are being made to construct an additional 1,000 which when completed will make all types of vocational and technical education programs available to the Nation's youth and adults.

Many new programs are being developed to find economical and practical ways to reach and teach youth and adults in remote rural communities and students in small rural high schools. Many research studies have been and are being made to determine how the vocational education needs of rural residents may be met. Much progress has been made in providing vocational and technical education for rural America. There is much that needs to be done.

Health

In rural America, lack of immediate and proper medical care and the standard of living associated with poverty result in:

(a) Higher infant and maternal mortality rates than the national average;

(b) Higher rates of disability and chronic illness;

(c) Higher accidental death rate (in 1963, rural residents accounted for 3 of 5 accidental deaths.)

In 1962 there were 53 physicians per 100,000 population in isolated rural areas while large metropolitan centers have 195 physicians per 100,000 persons. The ratio of dentists is 27 per 100,000 in isolated rural regions and 69 per 100,000 in metropolitan areas. The quality of State mental institutions varies from State to State. In the four most urbanized States the "acceptable" ratio of beds to population is 30 to 1,000; in the four most rural States the "acceptable" ratio is lower than 3 to 1,000.

Many rural residents, of course, find the specialized medical and dental help they need in nearby metropolitan centers; however, transportation costs alone exclude the majority of the rural poor from the services of urban facilities. This of course means that many rural

persons are denied enrollment in vocational education programs because they need remedial health service.

Vocational Guidance, Counseling, and Placement

In the 1968 advisory council report, Vocational Education: The Bridge Between Man and His Work, observed that: "Vocational guidance and vocational-technical education are interdependent. One needs the other. Each ceases to be effective if the other is left out, is inadequate, or is of poor quality." This observation is valid for rural America.

The number of school counselors in the Nation increased primarily as a result of the National Defense Education Act funds, according to the report, but very little headway has been made in vocational guidance for the occupationally oriented student.

The report also concluded that "emphasis upon vocational guidance does not occur as far as the great mass of non-college bound students is concerned," and that "vocational guidance for out-of-school youth and adults has not been provided." Included in this "great mass" of in-and-out-of-school youth and adults whose needs for vocational guidance, job placement, and followup have been neglected are, of course, millions of youths and adults living in the rural communities of the Nation.

The U.S. Training and Employment Service (formerly, U.S. Employment Service), through its affiliated State and local agencies, uses a variety of means to provide some combination of job counseling, testing, occupational information, job development, and job placement services to rural (as well as urban) residents. Chief among these means is the program designed to cooperate with schools during the student's transition from school to work, and supplement whatever vocational guidance program the local school may have. The typical target groups for this program have been high school graduates entering the job market, school dropouts, and students seeking part-time and summer jobs. Rural schools served in this way number "many hundreds." The U.S. Training and Employment Service (USTES) proposes to expand and improve vocational guidance in rural areas and elsewhere in 1971.

Some public schools and public employment service agencies make use of mobile staff units to bring vocational guidance, counseling, and placement services directly to the residents of certain more remote rural areas. The latest figures from State employment service agencies show 19 schools report some use of mobile staff teams to serve rural youth and those in small towns. These mobile employment service units have served 278 counties.

Relatively more common than mobile units is the use of itinerant staff operating out of the closest local employment office. Itinerant service is, in fact, the "distant second means" (after the cooperative school program cited above) used by public employment service offices to reach more rural residents.

Other employment service methods used from time to time include (1) enlisting volunteers to contact rural youth (especially for placement in summer agricultural jobs, and to inform them of the services available at local employment offices), and (2) joint activities with other agencies and community groups to promote and conduct such special programs as career exploration days in the rural community, display booths at State fairs, and local job development campaigns.

RESOURCES

Resources at the national, State and local levels can assist in providing rural Americans with relevant occupational education and services. A partial list of these sources are:

National

- Related organizations
- Federal agencies
- Business and industry
- Foundations
- News media
- Private research groups
- Occupational education centers
- National advisory councils
- Interdepartmental Task Force for Concerted Services

State

- Universities, colleges of agriculture and agricultural experiment stations
- State agencies
- State advisory councils
- Governor's councils and planning groups
- State offices of Federal agencies
- State education associations
- Youth organizations
- Organizations
- Business and industry
- Regional commissions
- Occupational education centers
- Regional accreditation councils

Local

- Community action panel
- Technical action panel
- Other community action groups, civic organizations and churches
- Universities, colleges, area vocational schools and secondary schools
- News media
- Local advisory councils

Extension centers of area vocational schools
Vocational instructors
Organizations
Local offices of Federal and State agencies
Business and industry

NEW VOCATIONAL EDUCATION PROGRAMS FOR RURAL AMERICA

- Area Vocational Schools have proved their worth. The 1,300 area schools throughout the Nation have been serving the vocational education needs of many students from small rural schools. Secondary students can spend a half day at the area school in vocational training, and the other half of the school day at their schools. Programs for out-of-school youth and adults may be offered on a full day and/or evening basis. Some schools such as the Mayo State Vocational-Technical School at Paintsville, Kentucky offer programs at extension centers for secondary students.

- Team teaching with a diversified cooperative program has worked well for youth in rural Paoli, Kansas. Teachers of agriculture, home economics, business education, and industrial arts and the guidance counselor work as a team teaching the "commonalities in occupations" course to eleventh graders. Part of this course requires students to observe workers in four different occupations so that as twelfth graders each may begin a cooperative program of work experience. With his knowledge of four occupations, each student must select one for cooperative work experience in a local business or agency. The teaching team supervises the students on the job.

- Employees from industry supplement the skills of the agriculture teacher at the Magnet Cove High School in Arkansas by offering blocks of lessons in different trades for third-year agriculture students. These lessons enable students to get entry-level jobs in industry and supplement income earned from the small-farm enterprises (Agriculture I and II).

- Agri-business courses prepare rural youth and adults for a variety of jobs related to agriculture (ornamental horticulture, fertilizer sales, farm implement sales and food processing are examples).

- Expanded experiences in the agriculture mechanics shop offer rural youth and adults an opportunity to gain basic skills in the mechanics field. When these school shop experiences are supplemented by cooperative work experience on a job, trainees are prepared for employment in rural or larger communities.

- Occupational courses in home economics are offered in some small high schools in Kansas to advanced students to prepare for service jobs in food, clothing, and housekeeping. Cooperative work experiences in the community or surrounding area provide the additional preparation required for entry-level jobs.

- Replacing the general curriculum with a vocational curriculum plus bussing students from neighboring small schools add the numbers needed for

approved vocational programs in the Hudson High School in Ohio. Within the county a plan is also underway to offer a variety of vocational programs at several high schools which will be available to students from the other high schools in the county.

- Sharing teachers between two small schools in Utah makes it possible to offer vocational programs with quality instruction. The traveling teachers exchange schools on alternate days; classes meet for an hour and forty minutes.

- An itinerant teacher in food service is hired as a consultant on the home economics staff in the Iowa State Department of Education. She travels among the smaller schools in the State offering series of lessons which help to prepare youth and adults for food service occupations.

- Multiple class teaching in the high school at Moscow, Utah, offers auto mechanics, lapidary, and mechanical drawing simultaneously. After the class is organized in the fall, students work and advance on their own initiative. Student activities are supervised by the teacher.

- Educational technology supplements the expertise of vocational teachers and offers students the resources needed for individualizing instruction. The tape recorder is effective in helping teach typing I and shorthand I simultaneously in the high school in Bennett, Colorado. Filmed lectures and demonstrations and computer-assisted instruction enrich the teaching in some rural schools. Video tapes and closed circuit television bring resource persons in various careers into the classroom at the Sterling High School in Illinois. These contacts help students to learn about the career qualifications and the preparation and training required.

- Mobile units equipped with books, films, and pamphlets make up vocational guidance vans. Accompanied by teachers and counselors, these mobile units reach over 5,700 students spread over 5,000 square miles in five sparsely populated counties in central South Dakota. Mobile classrooms with equipment and instructional materials for specialized areas of vocational education are available to be moved to remote areas of Arizona to meet particular manpower training needs. A Mobile Office Education Unit, sponsored by the Utah State Board of Education, stays 2-and 4-week periods in four rural Utah schools.

- An integrated career development curriculum and the development of areas of generalized vocational capabilities are the unique features of the Western States Small School Project. This program orients youth to the world of work and prepares them for post-high school training or entry employment.

- Preparation for living and working in an urban area is part of the consumer and homemaking education curriculum in many rural high schools. Students learn how to secure a place to live and the pros and cons of different types of housing, how to shop in supermarkets, how to use credit wisely, how to use local services that are available to individuals and families, and how to obtain employment.

- Concerted services in training and education projects have demonstrated how the combined resources of the Departments of Health, Education, and Welfare, of Labor, of Agriculture, of Commerce, of the Interior, and the Office of Economic Opportunity and the Appalachian Commission may meet the occupational training and related education needs of residents of small towns and rural regions. In most of these project communities, one person is responsible for coordinating the services offered by the different Federal agencies.

- The Family training project in Rich Square, N.C., has demonstrated that poor families can be moved into a pre-fabricated community setting which offers them new hope for the future. Small children are cared for in a nursery while their fathers learn a skill and their mothers are enrolled in consumer-homemaking education. Basic education is available for both parents. After 6 months, many families are ready for a life in a new community as earning contributing citizens.

- Vocational programs may meet the manpower needs of certain specialized industries in several States. For example, a logging school in New Hampshire also provides trained workers for Vermont and Maine.

TASK FORCE RECOMMENDATIONS

The Federal Role

1. Establish an effective working relationship with all agencies and organizations to assure that rural people will have access to supporting services such as health, counseling, placement followup, and basic education.

2. Provide services for gathering, assimilating and disseminating information to agencies involved.

3. Provide leadership in developing, testing, and disseminating resource materials such as curriculum guides.

4. Provide for professional personnel development program to meet program needs in rural areas.

5. Obtain new and redirect existing resources to impact on the problem areas.

6. Examine existing structures and recommend changes to assure that the needs of rural people are met.

7. Appraise national and State laws and policies which influence the development of effective programs for rural people.

8. Identify, evaluate and promote exemplary programs which are effective.

9. Assist the States in appraising the needs and potential of rural families and the resources available to meet the needs.

10. Establish priorities for research and development projects for rural areas.

11. Provide information on vocational education and related services in rural America to administrative and legislative, policymakers on the National level.

The Role of the States

1. Determine the needs for manpower within the State and the implications of these needs for rural areas.

2. Involve agencies, organizations, and business and industry in meeting vocational education and related needs in rural areas.

3. Coordinate the efforts of different agencies in implementing programs to meet manpower needs in rural areas.

4. Recruit and provide training for professional leadership needed to meet the needs for trained manpower.

5. Provide programs that are meaningful, challenging, and relevant to all youth and adults in rural areas.

6. Serve as a catalytic agency in getting new innovative and pilot programs underway in rural areas.

7. Give high priority to vocational guidance, placement and follow-up services in rural areas.

8. Serve as a clearinghouse and source of information and services pertaining to manpower training and related needs in rural areas.

9. Provide leadership and financial assistance to selected rural areas.

10. Evaluate the effectiveness of vocational education programs in rural areas.

11. Develop and make available to the public information relative to manpower development and unmet needs.

12. Cooperate with other States in developing a plan for meeting regional rural manpower needs.

The Local Community Role

1. Provide a good background in general education.

2. Find new ways of making vocational education accessible to all youth and adults who may profit from it.

3. Help students apply the knowledge and skills they are learning to work in various occupations.

4. Inform local high school students about the availability of additional instruction in vocational education in area school and community colleges.

5. Make the most current occupational information accessible to all persons.

6. Obtain and provide information regarding legislation, funding, research and other resources to local school districts and assist them in writing project proposals to obtain the assistance needed.

7. Promote the coordination of local school planning operations with relevant planning and operations of other agencies and organizations in the community.

8. Encourage communication between industry, government, and labor to insure employment opportunities and the use of current methods and technologies.

9. Encourage teachers to keep classroom instruction current with skill training demands made on workers by employers.

10. Continue efforts to help students develop marketable occupational competencies.

11. Involve the community in planning local programs in vocational education.

12. Obtain the concurrence from appropriate groups when "taking in" practice work. (Example: Meet with garagemen's association prior to accepting automobiles for practice repair.) This policy will tend to reduce friction between school, businessmen, and unions.

13. Make surveys to identify available training stations for cooperative programs in all fields.

14. Through formal and informal techniques, match social skills training with technical training.

15. Provide appropriate vocational youth organization programs, such as FFA, FHA, DECA, VICA, OEA, and FBLA, so that students may have an opportunity for self expression, personal and social development, motivation and pride in occupational attainments.

16. Encourage prevocational occupational exploratory experience.

17. Provide or obtain adequate counseling, placement and follow-up services.

Research, Exemplary and Personnel Development Programs Needed

Research is needed to provide objective data to use in program development of vocational education in rural areas, and to evaluate programs and identify promising practices.

Exemplary programs provide the opportunity to try out theories and findings reported from research in offering vocational education for youth and adults in rural areas. Those who plan training programs need to consider the unique problems of rural areas and to prepare teachers and leaders to help solve these problems. Some suggestions are given for research, exemplary programs and personnel development needed for providing effective vocational education programs in rural areas.

Research

1. Study the advantages, disadvantages and costs of using residential schools, area schools with extension centers, mobile classrooms and other innovative programs to provide vocational education to rural people.

2. Identify tasks and leadership roles required in developing and implementing vocational education programs in rural areas.

3. Determine alternative ways of preparing leaders to develop and implement vocational education programs in rural areas.

4. Evaluate existing educational structures in which vocational education programs are offered in rural areas as a basis for recommending changes.

5. Make an appraisal of National and State laws and policies related to vocational education programs in rural areas.

6. Analyze certification requirements and identify those which impede the provision of staff resources needed for vocational education programs in rural areas.

7. Conduct pilot programs in training and utilization of below professional level staff in offering vocational education programs in rural areas, e.g. teacher aides, counselor aides, and part-time teachers.

8. Study the organizational structure of State vocational education departments in relation to developing and implementing vocational education programs in rural areas.

Exemplary Programs

1. Use mobile units to follow a regularly scheduled pattern of visits to an isolated community with provisions for vocational appraisal and computer based occupational information. Provide individuals with printout job descriptions, films, tapes, and extensive specific information about how to obtain the necessary skills.

2. Use mobile units to provide simulated work experience activities and training for job entry skills combined with basic education classes where necessary to motivate and prepare for additional vocational training programs.

3. Expand the role of existing vocational instructors such as vocational agriculture, home economics, and distributive education teachers to include the dissemination of general occupational information and vocational training for off-farm occupations related to business and industry and personal and community service occupations.

4. Make available placement services to youth and adults who complete a vocational program. Include, where necessary, information about housing and facilitative services available in distant cities where placement requires relocation.

5. Provide sources of supportive services such as information regarding food stamp programs, health care, dental care, and other services.

6. Include training necessary for self-employment in areas such as farming and service occupations.

7. Provide leadership experiences in small businesses in rural areas for young people who may or may not stay in rural communities.

8. Use part-time industrial and technical employees for the provision of training in areas where student numbers do not warrant full-time instructors.

9. Provide transportation, by school bus if necessary, to make cooperative education available in rural areas.

Personnel Development

1. Provide teacher education programs which include internships, apprenticeships and other experiences in local exemplary vocational education programs in rural areas.

2. Offer in-service education programs for teacher educators to increase their understanding of rural people and of exemplary vocational education programs in operation.

SUGGESTIONS FOR IMPLEMENTATION OF TASK FORCE RECOMMENDATIONS

1. Prepare a publication for wide distribution on how to implement recommendations of the Rural Task Force.

2. Representatives of various vocational educational groups, such as State Director of Vocational Education and teacher associations should explain the recommendations of the Task Force at their respective meetings, and urge their implementation.

3. Survey employment opportunities and training needs in all manpower areas and plan to provide instruction needed.

4. Determine the needs of youth and adults for vocational education.

5. Survey communities to discover training stations for cooperative programs.

6. Local schools and agencies should offer to train employees for new industries which may come into areas.

7. State directors should use funds to insure training in all manpower areas in the State.

8. Work with other agencies to promote economic development and the decentralization of large companies to provide employment in rural areas.

9. States should enact laws that will permit students to cross county and/or State boundaries for specialized training tuition-free.

10. States should, where needed, use some of the money for the disadvantaged on an inter-State basis in economically depressed communities.

11. U.S. Office of Education should sponsor regional leadership conferences on ways to implement recommendations.

12. Request the U.S. Commissioner of Education to announce new attempts to meet the needs of people in rural areas, especially in remote and economically depressed areas.

13. To meet vocational education and related needs and encourage team work among all agencies, organizations and business and

industry at the National, State, and local levels.

14. States and local communities should inform the public about employment opportunities and available programs of vocational and technical education.

15. States should create a Rural Task Force to plan and implement programs of vocational and technical education and related services for youth and adults in rural communities.

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